



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

As was the case with nearly every extra-traditional curricular activity that has eventually tied up with the public schools, the play movement in the United States started through private endeavor and financial support. The author gives a brief sketch of this movement and points out the fivefold aspect of its development. He says that there are five play movements: first, the movement to provide a place for play where children can go in their leisure time; second, the attempt to put organized play into the program of the public schools; third, the movement to furnish an adequate opportunity for an outdoor life and play for children below the school age; fourth, the movement for public recreation; and fifth, the distinct movement for the development of the spirit of play.

The author builds upon his previous book, *Education through Play*, and gives first an abbreviated discussion of the essential principles which were developed there. He has based his discussion and criticism of the attempts of the school in this direction on three desiderata: (1) adequate playgrounds, (2) adequate time for play, (3) adequate supervision. He particularizes the general discussion by a detailed presentation of the Gary plan of organized school play which has been so successful.

The book is not merely a general sketch of the movement, and, while it is not proper to characterize it as a manual of instruction for those who are organizing play work, it does illustrate each aspect of the work by detailed discussions of the carrying on of organized recreational facilities in many cities. The book is characterized by an intelligent recognition of the needs of city people for play, and is filled from cover to cover with definite concrete suggestions concerning what to do and how to do it. Not the least practical of its chapters is the one which gives a very good discussion of the organization of play activities in institutions for the blind, the deaf, the feeble-minded, and the insane, industrial schools, reformatories, penitentiaries, sanitaria, and hospitals.

Second and Third Annual Reports of the Bureau of Educational Measurements and Standards, State Normal School, Emporia, Kansas. W. S. Monroe.

A report for 1915-16 and 1916-17, showing the activities of this bureau in distributing tests to school men in the state of Kansas, giving tests, and compiling results in the form of city averages for achievement in the various subjects. The subjects of study included are arithmetic, spelling, silent reading, visual vocabulary, handwriting, and algebra. This material has been elaborated and included in the book *Educational Tests and Measurements* by Monroe, De Voss, and Kelly, Houghton Mifflin Co., Boston.

Negro Education. Thomas J. Jones, editor: Bulletins Nos. 38 and 39, United States Bureau of Education.

Both devoted to a study of private and higher schools for the colored people of the United States. Vol. I (400 pages): various phases of negro education.

Twelve chapters dealing first with actual conditions, followed by plans for improvement. Numerous maps, tables, and charts. Appendix of 100 pages devoted entirely to statistics of negro schools.

Vol. II (700 pages): brief chapter on method and scope of work; one on summary of educational facilities; nineteen chapters dealing with the conditions relating to education, both public and private, of nineteen southern states. Facts obtained through personal visits to institutions described, from reports to state superintendent, and from United States Census.

III. CURRENT EDUCATIONAL PUBLICATIONS RECEIVED IN FEBRUARY, 1918

(Books marked thus (*) reviewed in this issue.)

A. GENERAL EDUCATIONAL THEORY AND PRACTICE

ALLEN, W. H. *Rainbow Promises of Progress in Education.** New York: Institute for Public Service, 1917. Pp. 88.

ANDRESS, J. MACE. *The Teaching of Hygiene in the Grades.* Boston: Houghton Mifflin Co., 1917. Pp. xii+177. \$0.75.

Annual Report Louisiana High Schools. Baton Rouge: State Department of Education, 1917.

Arithmetic. School Document No. 22, 1917, Boston Public Schools; and Bulletin No. XIII of the Department of Educational Investigation and Measurement, "The Value to the Teacher, Principal and Superintendent of Individual and Class Records from Standard Tests." Boston Printing Department, 1917. Pp. 83.

*High-School Conference, Proceedings of.** Urbana: University of Illinois, 1918. Pp. 354.

Louisiana Public School Situation. Baton Rouge: State Superintendent of Public Education, 1918. Pp. 55.

Maryland, *Annual Report of State Board of Education.* Baltimore City Printing and Binding Co., 1917. Pp. 381.

Maryland, *Compulsory School Attendance.* Baltimore: State Board of Education, 1917. Pp. 55.

Maryland, *Elementary School Supervision.* Baltimore: State Board of Education, 1917. Pp. 67.

New Jersey, *Course in Physical Training for Grades IX to XII.* Trenton: State Board of Education, 1917. Pp. 114.

ROBBINS, CHARLES L. *The School as a Social Institution.** Boston: Allyn & Bacon, 1918. Pp. xxi+470.

SMITH, LEWIS WILBUR. *Illinois High Schools. Their Organization, Maintenance, Administration, and Instruction with Particular Reference to the Township High School.** Springfield: Illinois State Journal Co., 1917. Pp. 291.